



CONTENTS

INTRODUCTION	4
TO THE MUSIC TEACHER	5
TO THE CLASSROOM TEACHER	8
THE ACTIVITIES	12
ONE-TWO, TIE MY SHOE.....	14
WHOOPS! JOHNNY	17
WHOOPS! JOHNNY — PERCUSSION PIECE	20
YES PAPA	22
JOHNNY WORKS WITH ONE HAMMER	24
WEE WILLIE WINKIE	26
SECOND STORY WINDOW	28
SECOND STORY WINDOW - WITH DRUMS	30
SECOND STORY WINDOW - WITH OPPOSITE CARDS	32
LUCY LOCKET.....	34
TWO LITTLE BLACKBIRDS.....	36
ROSES ARE RED	38
PIN MARIN	40
BATE BATE CHOCOLATE.....	43
TANTOS RIOS.....	46
MAN IN CAR.....	48
IF ALL THE SEAS.....	50
PEASE PORRIDGE HOT	52
PETER PIPER	55
PETER PETER PUMPKIN EATER	57
GLOSSARY OF MUSICAL TERMS	61

ONE—TWO, TIE MY SHOE

One - two, tie my shoe, three - four, shut the door, five - six,

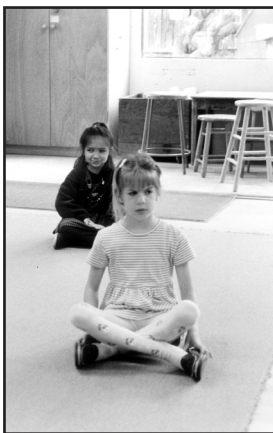
pick up sticks, seven-eight, lay them straight, nine - ten, a big fat hen!

Music focus: Opposites (high—low, loud—soft, long—short)
Quarter/eighth notes

Language focus: Rhyme
Antonyms

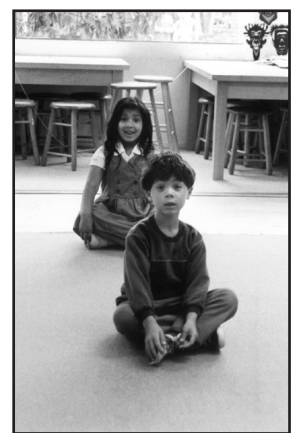
Activities:

- Speak each phrase, leave out rhyming word and invite children to fill it in. (If no answer is forthcoming or it's “wrong,” fill it in yourself.)
- Children mime actions (tie shoes, shut door).



High Voice - “One-Two, Tie My Shoe”

- Say the numbers of the poem in a high voice and the words in a low voice. Repeat with loud and soft. Use matching gestures (arms high/low, arms extended in front/held close to the chest) and appropriate facial expressions.*



Low Voice - “One-Two, Tie My Shoe”

- Continue exploring contrasts, doing one thing with the numbers and a different thing with the words, e.g.: smooth/choppy; fast/slow; speak/sing; speak/silent; nice/mean; excited/bored; pat/clap; sit/stand; move/freeze; Valley girl/Oxford English professor.

*If your eyebrows don't raise with your high voice and frown with your low voice, your students may grow up to be TV Newscasters!

LUCY LOCKET

*Lucy Locket lost her pocket, Kitty Fisher found it
There was not a penny in it, but a ribbon 'round it.*

Music focus: Dynamics (Forte/piano)
Quarter/eighth notes

Activities:

- Children recite rhyme with eyes closed while teacher hides an object (I use a piece of cloth to represent the “pocket”). After singing the song, they open their eyes and try to find Lucy’s pocket. (You may wish to set parameters—places off limits for looking, rules about running and so on.) Teacher plays a drum while the children search, playing loudly when someone is close to the hidden object and softly when they’re far away. The child who finds the “pocket” hides it the next time.

Variations:

- Use this melody:



The image shows two staves of musical notation in 2/4 time. The first staff contains the melody for the first line of the rhyme, with lyrics: "Lu - cy Lock - et lost her pock - et, Kit - ty Fish - er found it." The second staff contains the melody for the second line, with lyrics: "There was not a pen - ny in it, but a rib - bon 'round it." The notes are quarter and eighth notes, with a final double bar line at the end of the second staff.

- If the hider needs more time, lengthen the text as follows:
*Kitty Fisher found it, Kitty Fisher found it,
There was not a penny in it, but a ribbon 'round it.*
- Discover which words have a contrasting rhythm to the text that precedes it (*Lucy Locket . . . and found it, There was not a . . . and 'round it.*).